

Work sample: Diary of a convict

Relevant part of the achievement standard

By the end of Year 5 students place some of the key events and people they have studied in chronological sequence and they create timelines with annotations referring to time and place.

When researching, students develop questions about the past to inform an historical inquiry. They identify relevant sources and locate information and evidence related to their inquiry.

Students compare and record relevant information from a range of sources. They examine sources to identify the views expressed and the attitudes represented. Students identify the causes and effects of an event or development and the feelings and motivations of individuals and groups at the time. They explain the significance of people and events in bringing about change.

Students compose historical texts, particularly narratives and descriptions. When writing their texts, they incorporate source materials and use appropriate historical terms and concepts. They present their information and findings using combinations of written and spoken text, graphics and pictures and in a range of communication forms including digital technologies.

Summary of task

Students were asked to investigate the Port Arthur colonial settlement. They participated in activities that allowed them to explore:

- the reasons why Port Arthur was chosen as a convict site
- the people of Port Arthur and the living conditions in the 1800s

Students were asked to gather and analyse information from a variety of sources including texts and the internet. Using this knowledge, students were asked to write a diary entry from the perspective of a person living in Port Arthur in the period.

Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.

Work sample: Diary of a convict

Dear dairy,
Today is my birthday I can't move because yesterday
I got flogged by the lash on my rare back it killed.
My best friend has caught a rare diseases that can kill
her I am so scared.
I got scented her for breaking in to a house to get milk
and some warm clothes for me and my family but I got
caught I am going to be here for another 20 years. I am
trying so hard to get my way out of here.
All we get to eat is soup, weat, bread, pork, mutton
and beef. For dinner we are having porridge it is
YUCK. I am lucky I had a parent near me
because a naughty criminal was trying to still my food
I was terrified. People next door to me in the jail was
trying to escape from the jail and the guard caught him
and they took him and put him on the spinner and got
whipped 100 times it was scary.
P.S. it is hard to be a child prisener. Zoe

Annotations

Uses terms relevant to the historical context, eg flogged, jail, guard, disease, prisoner.

Identifies causes and effects of the crime of theft.

Uses some sources to investigate daily life in Port Arthur and the nature of settlement (as a place of secondary punishment: 'another' 20 years).

Identifies the feelings and motivations of a child convict living at that time.

Annotation summary

This work sample demonstrates an understanding of colonial life from the perspective of a child convict. It presents these understandings in written form using a diary format.

Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.